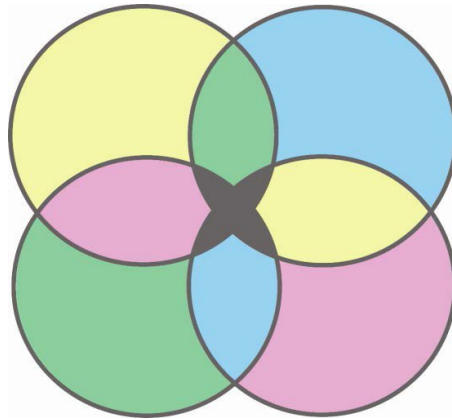


Domain 3: Instruction

3a: Communicating with Students

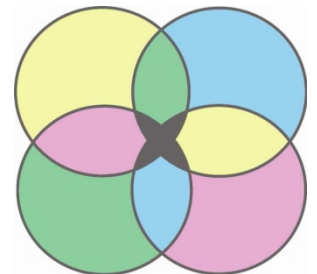


The Framework for Teaching
Charlotte Danielson

Objectives

3a: Communicating with Students

- ▶ Understand the elements of 3a
- ▶ Distinguish the difference in levels of performance
- ▶ Review examples of 3a behavior
- ▶ Identify my level of performance on 3a
- ▶ Incorporate strategies to improve my level of performance on 3a



Communicating with Students

Why is this an important component?

Teachers communicate with students to:

- ▶ Convey that teaching and learning are purposeful activities.
- ▶ Make the purpose clear to students.
- ▶ Provide clear directions for classroom activities.
- ▶ Make presentations that are clear, accurate, imaginative.
- ▶ Present complex concepts in ways that provide scaffolding and access to students.

Communicating with Students

Why is this an important component? *(continued)*

Teachers communicate with students:

- ▶ To embellish their explanations with analogies or metaphors linking them to student interest and prior knowledge.
- ▶ By occasionally withholding information to encourage students to think on their own.
- ▶ By using vivid, rich, error free language for students to hear language used well and to extend the students' vocabularies.

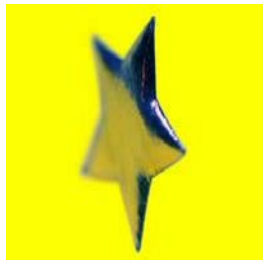


The Elements

- ▶ Expectations for learning
 - Goals for learning are communicated clearly to students.
 - Goals may be communicated during the lesson to help students clarify what they are learning.



How does this tie to Domain 1?

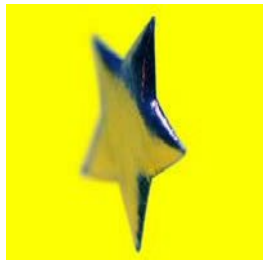


The Elements

- ▶ Directions and procedures
 - Students are clear about expectations during the lesson—especially during independent or group work without direct teacher supervision.
 - Directions may be provided orally, in writing, or a combination of the two.

How does this tie to Domain 1?

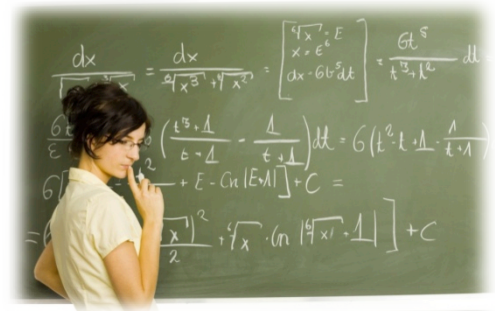


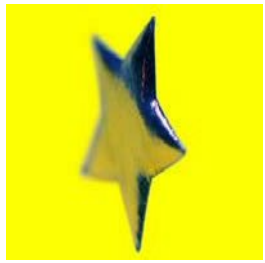


The Elements

- ▶ Explanations of content
 - Skilled teachers use vivid language and imaginative analogies and metaphors to connect explanations to students' interests and lives beyond school.
 - Explanations are clear with appropriate scaffolding.
 - The teacher anticipates possible student misconceptions.

How does this tie to Domain 1?





The Elements

- ▶ Use of oral and written language
 - Teachers' use of language represents a student's best model of accurate syntax and rich vocabulary.
 - Teachers' modeling of language enables students to emulate language, making their own language more precise and expressive.



Communicating with Students

Indicators

- ▶ Clarity of lesson purpose
- ▶ Absence of content errors and clear explanations of concepts
- ▶ Clear directions and procedures
- ▶ Correct and imaginative use of language
- ▶ Students' comprehension of content



Relevant because...

- ▶ By the end of today's lesson, you're going to be able to factor different types of polynomials.

Relevant: The teacher announces what students can expect to learn during the day's lesson—evidence for “expectations for learning.”

- ▶ The teacher mispronounces the word *phonemes*.

Relevant: By mispronouncing a term, the teacher is not modeling proper use of language— “use of oral and written language”—suggesting a lower level of performance.

Relevant because...

- ▶ Many questions are of the recitation type, such as “How many members of the House of Representatives are there?”

Not Relevant: While this could be evidence of teacher communication with students, this piece of evidence is more relevant when thinking about the quality of questions, Using Questioning/Prompts and Discussion Techniques.

- ▶ A student asks, “What are we supposed to be doing?” and the teacher clarifies the task.

Relevant: Because the student had to ask the question, the directions and procedures were not communicated clearly suggesting a lower level of performance on “Directions and Procedures”.

Relevant because...

- ▶ The teacher uses technical terms without explaining their meanings.

Relevant: By using unfamiliar terms and not explaining them, the teacher's explanations of content are not clear – low level for “Explanations of Content”.

- ▶ The teacher greets students by name as they enter the class or during the lesson.

Not Relevant: This particular piece of evidence is not related to one of the elements for Communicating with Students. It is more relevant for Creating an Environment of Respect and Rapport.

Levels of Performance

- A. Proficient (Level 3)
- B. Basic (Level 2)
- C. Distinguished (Level 4)
- D. Unsatisfactory (Level 1)



Level 3: Proficient Critical Attributes

- ▶ The teacher states clearly, at some point during the lesson, what the students will be learning.
- ▶ If appropriate, the teacher models the process to be followed in the task.
- ▶ Students engage with the learning task indicating that they understand what they are to do.
- ▶ The teacher makes no content errors.



Level 3: Proficient

Critical Attributes *(continued)*

- ▶ The teacher's explanation of content is clear and invites student participation and thinking.
- ▶ Vocabulary and usage are correct and completely suited to the lesson.
- ▶ Vocabulary is appropriate to students' ages and levels of development.



Level 2: Basic Critical Attributes

- ▶ The teacher refers in passing to what the students will be learning, or it is written on the board with no elaboration or explanation.
- ▶ The teacher must clarify the learning task so students can complete it.
- ▶ The teacher makes no serious content errors but may make a minor error.

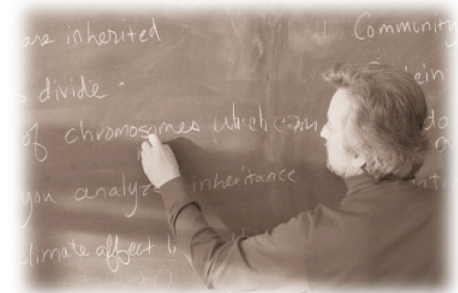
Level 2: Basic Critical Attributes *(continued)*

- ▶ The teacher's explanation of the content consists of a monologue or is purely procedural with minimal participation by students.
- ▶ Vocabulary is too advanced or juvenile for students.
- ▶ Vocabulary and usage are correct but unimaginative.

Level 1: Unsatisfactory

Critical Attributes

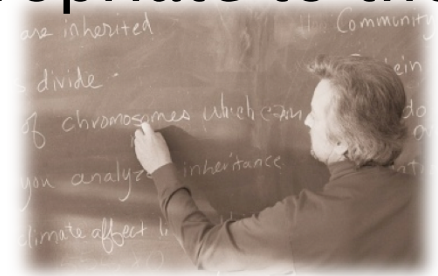
- ▶ At no time during the lesson does the teacher convey to the students what they will be learning.
- ▶ Students indicate through their questions that they are confused about the learning task.
- ▶ The teacher makes a serious content error that will affect students' understanding of the lesson.



Level 1: Unsatisfactory

Critical Attributes *(continued)*

- ▶ Students indicate through body language or questions, that they don't understand the content being presented.
- ▶ The teacher's communications include errors of vocabulary or usage.
- ▶ The teacher's vocabulary is inappropriate to the age or culture of the students.



Level 4: Distinguished Critical Attributes

In addition to the characteristics of Proficient:

- ▶ The teacher points out possible areas for misunderstanding.
- ▶ The teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.
- ▶ All students seem to understand the presentation.



Level 4: Distinguished Critical Attributes *(continued)*

In addition to the characteristics of Proficient:

- ▶ The teacher invites students to explain the content to the class or to classmates.
- ▶ The teacher uses rich language, offering brief vocabulary lessons where appropriate.



Discussion

- ▶ After reviewing Performance Levels for Domain 3 **Component a: Communicating with Students**, are there any elements that you need to revise in your classroom for future excellence in your performance as a teacher and your students' performance?



Review Objectives

3a: Communicating with Students

- ▶ Describe the elements of 3a.
- ▶ Distinguish the difference in levels of performance.
- ▶ What are some examples of 3a behavior?
- ▶ Based on your classroom communication, identify your level of performance on 3a.
- ▶ What are some strategies you could utilize to improve your level of performance on 3a?

